

NUTRITION WEEK CELEBRATION



Community Health Cell

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NUTRITION WEEK CELEBRATION - 1994

vol. 1
In Formal Schools

5049
Of Ahmedabad

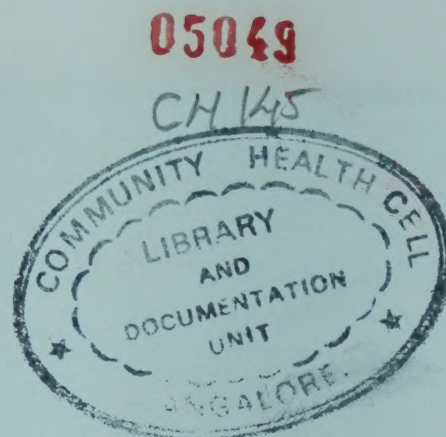
SEPTEMBER 1st - 7th, 1994

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Centre for Health Education, Training and Nutrition Awareness (CHETNA) is a non-government organisation whose mission is to assist in the empowerment of disadvantaged women and children to gain control over their own, their families' and communities' health. This process includes imparting appropriate training and education to members of the community and emphasizing on the preventive and promotive aspects of health, nutrition and childcare. CHETNA also develops a wide variety of health education material.

As a part of its activities with children, during June-1991, CHETNA initiated **CHEITAN Child Resource Centre (CRC)** which is a central exchange for ideas on planning, implementing, evaluating and propagating **Child Centred Health Education** approaches and programmes. CRC's activities focus on different age groups as : **Early Childhood Care and Development (ECCD)** for 0-6 years, **Intervention in formal and Non-formal education programmes** through promotion of activity oriented approaches like Child-to-Child approach for 6-14 years, **Health and development of adolescents for 14-18 years.**

This includes providing support and facilitating networking and co-ordination with non-government organisations, State and Central Government institutions involved in child health, education and development programmes. CRC emphasises on building capacities of functionaries particularly, in the areas of providing training support, conducting qualitative research and enabling networking. Consultations and seminars are held from time to time to share experiences with other groups and with experts for review of recommendations and plans. Need-based education and training material is developed and disseminated for effective exposition of ideas.



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ABOUT THE DOCUMENT

This document presents the strategy, approach and methodology of CHETNA for initiating, implementing and popularising 'Nutrition Week Celebration' (NWC) in formal schools of Ahmedabad.

It has been prepared for individuals, government and non-government organisations, policy makers, programme planners, funding agencies, who are interested in implementing participatory health education approaches with children.

NWC 1994 proved to be an effective module for disseminating nutrition messages among children, school principals and teachers. Keeping local needs in view, this interactive health education module can be adapted or modified.

This document has been divided into three parts :

The first part includes objectives of the programme and the strategy adopted by CHETNA for NWC, rationale and the background of NWC.

The second part describes the process of NWC i.e. planning, implementing, follow-up and evaluation of the celebration.

The third part includes recommendations and CHETNA's learning. The Annexures give details of different evaluation forms, suggestions for improvement of activities etc.

The strategy adopted by CHETNA for NWC can be utilised for imparting education on other topics also.

Health should be everyone's concern, not just that of doctors and health workers. Good health is based upon sound knowledge about health care, including preventive and curative aspects. Everyone, including children, should be equipped to take measures for healthy living.

Why Children?

It is important that health education process starts at an early age because children are stakeholders not only for improving their own health but can also contribute in improving the health of their families and communities. **"Catching them early"** to inculcate healthy habits has proved to be extremely beneficial, rather than watching them grow up with unhealthy habits and then trying to change them. Children should be involved in health education not only as a **'future gain'** for society but also because they have a right to health today.

Children possess the potential to influence three generations : **their parents, their peers and their own children**. They are capable of being partners in their own development, if they are provided with appropriate opportunities, support and disciplined guidance. A **child centred environment** is one which facilitates an appropriate environment for children to optimize their learning.

Why Schools?

A school, in many ways, is an ideal setting for imparting health education. It provides an excellent opportunity to work with children in the age group of 6-14 years. From experience it has been found that within the existing education system, insufficient weightage is given to nutrition and health related aspects in the formal curriculum and the methodology of teaching and learning is generally not **child centred**. CHETNA realised that information on nutrition is not easily available and accessible in a user friendly way to children, parents and teachers. Also preventive health which is an important component of health, is not emphasised in the school curriculum.

Keeping the above points in view, efforts are being made by CRC to develop a child centred health perspective among the functionaries of the formal school system to ensure that nutrition and health messages reach the most needy and disadvantaged communities. Another objective is to enhance the capacities of school functionaries through modules like **Nutrition Week celebration** so that they can plan and implement the school health programme more effectively.

The first week of September is celebrated as the Nutrition Week all over the world. As the Child Resource Centre, CHEITAN is actively involved in initiating and strengthening the health activities in formal schools, it was felt that Nutrition Week celebration could provide an example of an effective approach for imparting nutrition and health education within the school system, so that healthy food habits from early age can be inculcated among children. Working with teachers made the team realise that since they are often overloaded with academic curricular activities in schools, sustained short term interventions would help to maintain enthusiasm and originality of the teachers. Although school curriculum covers various topics on health from very early years, in most cases it is not life relevant or useful for daily living.

Nutrition Week 1992 (Phase-I)

Celebration of the Nutrition Week in formal schools of Ahmedabad was initiated by CHETNA in 1992 as a conscious, concentrated effort to create awareness among school children on “**nutrition**” as an important component of “**preventive health**” and thereby strengthen the activity in schools. The teachers were found to be motivated by such a celebration and positive response from this celebration, led to formulation of an expanded strategy for its celebration during 1993.

Nutrition Week 1993 (Phase-II)

Due to the overwhelming response of children, it was felt that a larger number of children should avail such opportunities. It was also realised that if such activities

were to be continued on a long term basis, it would be important to firstly sensitise the organisation heads/school principals about the need and impact of imparting health education in schools through creative approaches, so that they are convinced about the integration of the activities into the existing school curriculum. Orientation and training of teachers would enable them to develop an interest and skills and motivate them to take responsibilities for organising activities at a later stage.

A four phased strategy was developed to reach out to a larger number of schools in Ahmedabad which was preceded by a meeting with principals, training of teachers and followed by a feedback meeting of participants.

10 schools of Ahmedabad participated in celebration of **Nutrition Week**. CHETNA team members remained present for the activities and provided the support to the teachers.

Nutrition Week 1994 (Phase-III)

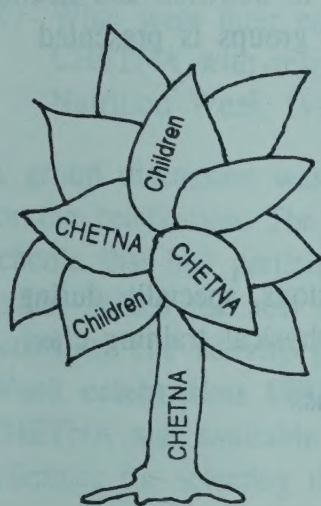
Furthering the involvement with the formal school system, CRC organised a training programme for principals and teachers in June, 1994 which had a strategic importance.

The main objective was to build managerial capacities of the school functionaries and make them aware about the limitations of the present education system and ultimately utilise their expertise for the effective implementation of school health programme.

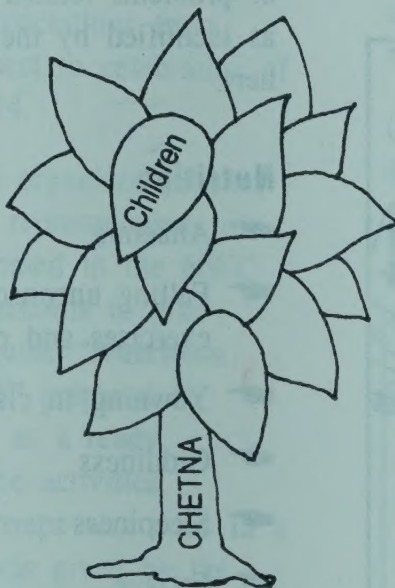
During 1994, it was realised that schools should be able to celebrate Nutrition Week on their own and it should be integrated

within their existing system and improve/ increase health education and ultimately leading to the promotion of activity oriented **“child centred education”**. Several new activities were suggested. Support and guidance was given prior to, during and after the NWC. CHETNA did not work directly with children but, worked as a

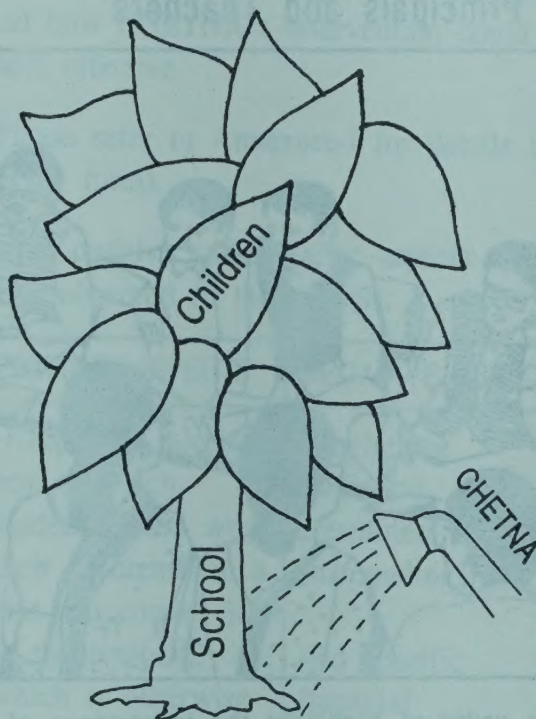
catalyst. Some new schools expressed their willingness to join in the celebration, this year, which led to the **“extension of the network”**, which is one of the major objectives of CRC. School visits were made to assess the specific needs of each participant school and intervention required from CHETNA.



Phase-1



Phase-2



Phase-3

3.1 Orientation meeting with School Principals and Teachers



In order to highlight the importance of celebration of Nutrition Week 1994 among school groups, a meeting was convened during the first week of August. 35 principals and teachers from 20 schools of Ahmedabad participated. This included representatives from some schools who had participated in the celebration earlier and some new schools, who had come in contact with them. The main objectives of this meeting were,

- To discuss the importance of strategic interventions in schools through programmes like celebration of Nutrition Week for imparting nutrition education and
- To prepare a broad guideline for this year's celebration.

In small groups, the participants discussed the nutrition and health problems commonly observed among school children and which could be addressed through the joint efforts

of school authorities. A comprehensive list of problems related to nutrition and health, as identified by the groups is presented here.

Nutrition

- ☛ Anaemia
- ☛ Falling unconscious, specially during exercises and physical training class
- ☛ Yawning in class
- ☛ Giddiness
- ☛ Sleepiness
- ☛ Fatigue
- ☛ Eating during class hours
- ☛ Bringing non-nutritious snacks
- ☛ Eating exposed food materials available with hawkers.

General health

Either due to nutritional deficiency or otherwise :

- ☛ Irritability
- ☛ Frequent fevers
- ☛ Listening disorders
- ☛ Speech problems
- ☛ Skin problems like allergy, fungal infections
- ☛ Headaches, stomachaches, toothaches
- ☛ Cough and cold
- ☛ Confusions related to physical growth
- ☛ Frequently feeling hungry and thirsty
- ☛ Disinterest towards studies and sports

It was stressed that these problems should be considered while planning any school health programme.

Based on this, participants addressed two main issues

- (a) Would they agree for a joint celebration; if yes, how would they intend to do that,
- (b) What were their expectations from CHETNA with respect to celebration of Nutrition Week 1994.

A group discussion was organised to plan for the celebration. The representatives of schools that had participated in the NWC earlier helped the new schools to plan activities. The activity guide "**Nutrition Week celebration 1993**" prepared by CHETNA was available as a ready reference for selecting the activities. Presentation by small groups was done in a large group. Feedback was given by the participants and the CHETNA team.

Novel ideas like organising a rally for nutrition awareness, forming a human chain with masks of nutritive food items, and arranging inter school competitions were suggested by the participants. CHETNA streamlined these activities and provided active support and guidance, as and when required.

The meeting ended with a commitment that each school would decide their own activities for the celebration of Nutrition Week and they would also bring a list of educational material related to health and nutrition available in their school and weekly plan for celebration. The active representation from 20 schools was encouraging for the CHETNA team, more so, because the schools had decided to participate out of their own will and interest.

3.2 School Visits

CHETNA team members visited schools after this meeting to informally assess the specific needs of each participant school and the intervention required from CHETNA. A survey form was developed by the team to observe cleanliness of water-room, toilets, availability of equipments in laboratories, personal hygiene of students and how CHETNA's intervention could be more effective.

(Please refer to Annexure-I for details on survey form).

Some positive and negative aspects which were observed in the schools:

POSITIVE ASPECTS	NEGATIVE ASPECTS
-Keeping a question box in which students could write their problems on a chit and convey it to the teachers, which is otherwise very difficult.	-Neglecting sanitation, cleanliness of surroundings
-Organising committees to maintain cleanliness of surroundings and toilets.	-No specific financial provision for maintenance of healthy environment in the school.
-Library and laboratory facilities	

The visits proved to be encouraging for the schools which had newly joined for the celebration. For CHETNA, it was a learning experience to observe at first hand, the problems related to administration management of funds, cleanliness of surroundings/students, etc. This also helped CHETNA in establishing a good rapport with school authorities.

3.3 Microplanning of the activities by schools

In congruence with the orientation meeting and school visits, a planning meeting was held at CHETNA on August 25, 1994. The main objectives were

- To detail the plans of celebration of Nutrition week.
- To give a final shape to the weekly plan of 30 representatives.
- To share the observations made during school visits to the 15 participating schools.

Prior to going into the details of planning, it was thought worthwhile to share the experience of one school that had been actively participating in celebration of nutrition week since last two years. The representatives from these schools were invited to share and present their views and experience on Nutrition Week celebration.

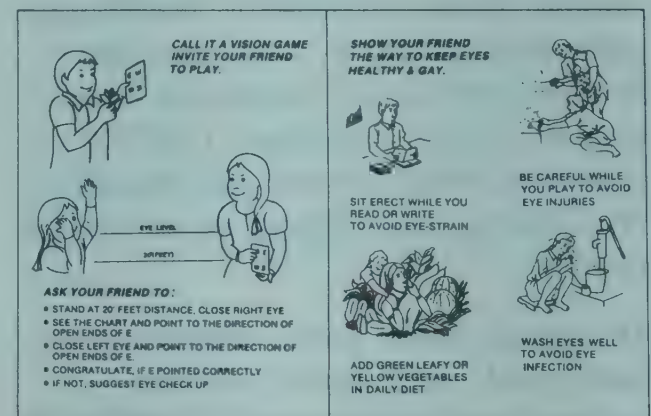
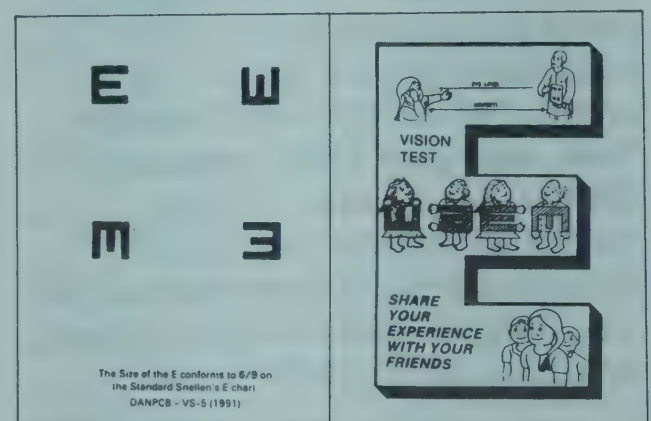
They expressed that a great change was observed in the nutritional and dietary practices of students due to nutrition and health education imparted during the Nutrition Week. Students also enjoyed the activities immensely and were motivated enough to demand for nutritive food at home.

A teacher from a school that had adopted an effective approach to address common problems through formation of various committees like water committee, cleanliness committee etc, was also invited to talk about the importance and functioning of such committees so that other participants could adopt this pattern for more effective and better management of school activities.

The Nutrition week plan of each school was finalised after extensive deliberations, with the CHETNA team members. Participants agreed to jointly organise a rally on the first day of Nutrition Week. Details of the same were discussed.

A colourful and attractive poster on the Nutrition Week, a scientific eye checking card, kitchen calendar with information on nutritional content in vegetables were widely distributed. Everyone looked forward to the celebration of the Nutrition Week.

Eye Checking Card



Between September 1-7, 1994, eleven schools of Ahmedabad actively participated in the celebration of the Nutrition Week. About 100 teachers and 16,000 children enthusiastically participated in the programme. CHETNA team provided support and guidance in the form of slides, exhibition, and visits during the activities, as planned with principals and teachers in the meeting.

This year, two types of schools participated in celebration of Nutrition Week. Those which had already participated in Nutrition Week celebration in 1993 and those who were participating for the first time. Old schools planned new activities during the week, which they had not planned in the earlier years and if the activity was old, participants were new. Activities were not repeated during the week by any school.

This section has been divided into four parts

1. Activities organised by schools
2. New activities
3. Efforts/preparation by CHETNA
4. Observation/conclusion

4-1 Activities organised by schools

All schools had a formal inauguration and closing ceremony for Nutrition Week, where majority of them invited one CHETNA team member for a talk. This helped in orienting students/teachers/parents about the Nutrition Week.

One of the schools invited Dr. Karsandas Soneri, Health Minister, Gujarat State, to inaugurate the Nutrition Week celebration in their school. His presence motivated

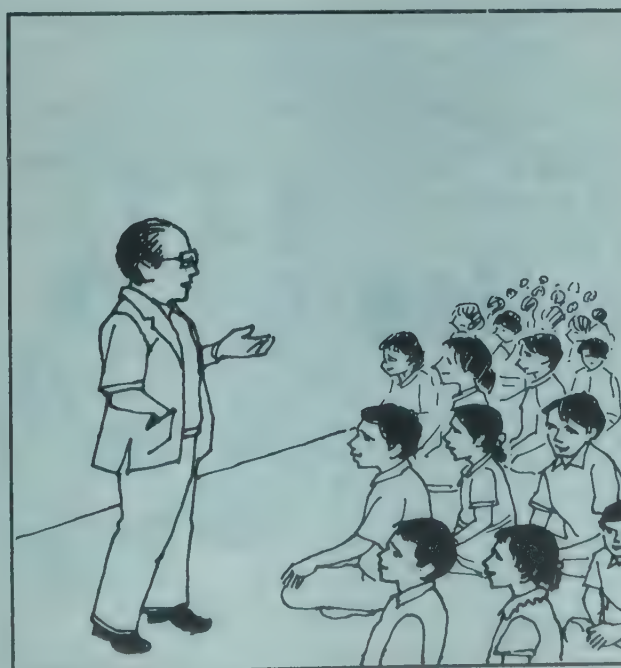
schools to integrate such activities into regular school system. It also highlighted that combined efforts of NGOs and schools towards interventions such as NWC can work effectively for creating awareness and improving health status of children.

Activities such as exhibition, slide show, games, role play, puppet show, elocution competition, drawing and painting, songs, dances and cleanliness drive were organised by schools of Ahmedabad.

(For list of schools and their activities please refer to Annexure-VI)

During the nutrition week a lively atmosphere of fun and frolic prevailed in the schools. Innovative activities were organised at different schools and children and teachers actively participated with motivation and enthusiasm.

Schools presented health related songs/poems/messages during their school assemblies. Some schools had kept aside the last three sessions for the celebration throughout the week. One of the schools also invited medical doctors for a talk on nutrition and to facilitate health check-up.

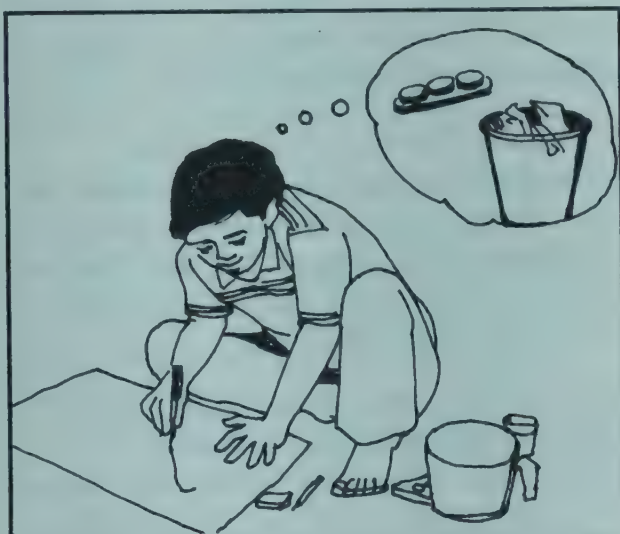


Nutritious snack competition achieved its objective to a large extent. The variety of nutritious snacks that children brought in the competition was a proof of this. This exposed them to the different Nutritive foods. Apart from this, the message also reached the parents, since they had to cook and provide the nutritious foods to their children.

In one school, students had prepared a poster on their own which was greatly appreciated.

Interesting Events

- a. In the drawing competition a student had made a clean classroom which included dustbins, dusters etc. which the school did not have.



(Concept exists, but there is a lack in implementation)

- b. Helpers/Peons were asked to be the judges of cleanliness drive



4-2 New Activities

New activities organised were :

Rally

Objectives :

- To create mass awareness about nutrition and NWC.
- To encourage children to spread nutrition education.
- To foster a sense of togetherness in students from different schools.



The celebration commenced with a big bang. 400 students from 8 schools and about 50 adults participated in the rally which was result of the collective effort of the schools. The rally, was a strategy rather than an activity, since it reached out to the masses ie the media persons, police personnel, teachers and all the more public. Students were excited and enthusiastic and chanted slogans, displayed posters and placards which also made them understand the importance of various food items. Leading the rally, a decorated Camel Cart added gaiety and was also the centre of attraction. It was decorated with puppets, fruits, vegetables, and flowers. About five teachers from each school enthusiastically participated. As a pre-preparation, they made posters and playcards.

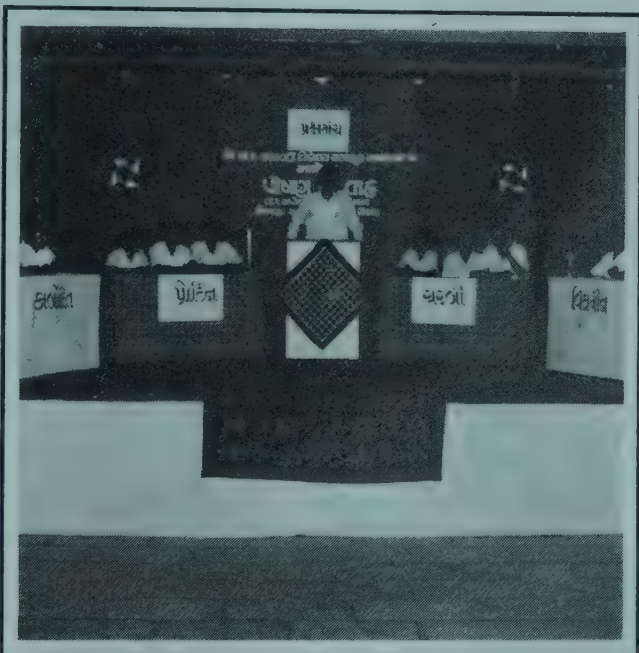
The rally culminated into the oath taking ceremony with two students of each school

which provided time for the participants to make a firm resolve and brought about the feeling of collectiveness. This event was widely covered by the media which encouraged the children who had participated in the rally and also created awareness. Snacks were distributed to children at the end of the rally.

(Please refer to Annexure - II for Nutrition Pledge)

Quiz

Organising quiz competitions is an effective way of increasing knowledge on various topics. Health and nutrition education can be integrated in such methodologies where children can also enjoy themselves whilst learning.



One of the schools had organised a quiz competition where four groups i.e. carbohydrates, proteins, fats and vitamins were made. Stage decorations were exquisite. This led to boosting the morale of the participants and audience. Questions related to nutrition and health were asked in quiz eg. What are the functions of food? What nutrients are present in food? What is the function of each nutrient? What are the quality sources of protein, carbohydrates etc.

Participating students /students answered to these questions very confidently and rapidly. Children referred to books of higher classes to prepare for the quiz competition which showed that children can learn and can collect information if they are motivated and given an opportunity to develop their knowledge.

Haemoglobin test

Anaemia is a major health problem in our country. *Almost 40 percent of the entire population is afflicted by anemia and it is very important to make children, parents and teachers aware about the serious consequences. One school facilitated health check-up of each and every child.

Disposable needles were used to take blood samples. Out of 400 children and 22 teachers, a majority (about 60 percent) were found to be anaemic. Such activities/ results made everybody aware about their present health status and importance of nutrition for their health.

Parents' Meeting

Parents' meetings were organised which helped in addressing dietary problems of the children and also established a rapport among the teachers and parents. Two schools had organised a parents' meeting. Parents actively attended these meetings. Some questions posed by parents were as follows:

What should be done to make children eat green vegetables and pulses?

What should be done for the mental development, specially for improving memory?

What should be done to increase the height of the children?

Why does a child sleep while doing home work?

* Script of UNICEF-WHO Slide/Sound presentation, "Put the iron back into our people"

4-3 Efforts/preparation/support by CHETNA

A feedback form/evaluation sheet was developed by CHETNA for the team, which was to be filled by the team member who was visiting the school.

The objective of this form was:

- To assess the effectiveness of the activity.
- To get some improvisational ideas.
- To assess teachers'/students' response.

(Please refer to Annexure - III for details on evaluation sheet for team).

Some observations made by the CHETNA team members taken from the evaluation sheet were:

Observations Made by CHETNA Team

The teachers were clear about nutrition and health messages and were involved in the programme activities.

Role play method was found to be effective to provide health and nutrition messages in simple language to a large group.

Students took active part. An element of fun, **Being away from books** was observed.

All school teachers were aware of the NWC, since every teacher was assigned some work. This active involvement and distribution of work led to a motivation for the students.

It is necessary to motivate teachers and provide them more training/knowledge about nutrition.

Audio visual techniques were found to be effective to convey health and nutrition messages to children.

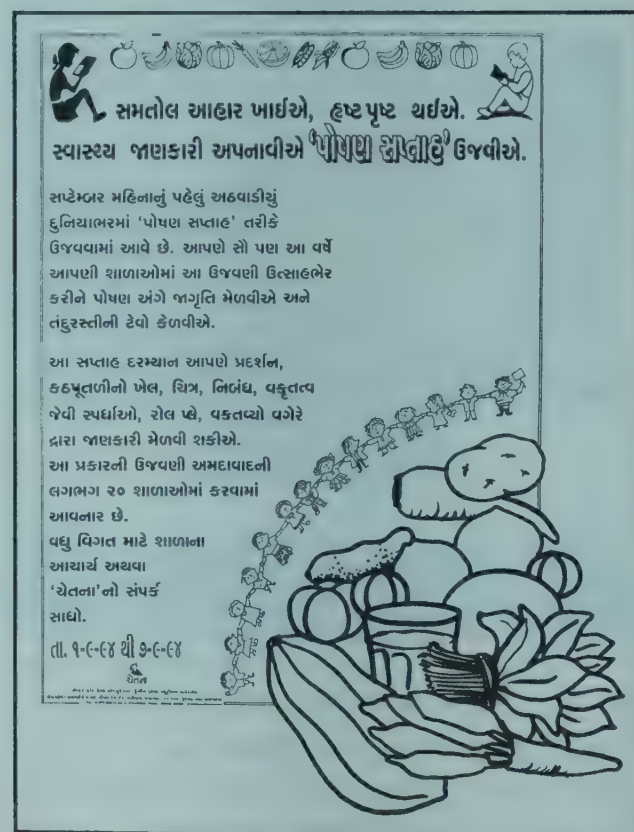
Improvisational ideas for activities were also noted.

(Please refer to Annexure - IV for suggestions for improvement of the activities).

During the NWC, a festive atmosphere prevailed at CHETNA too. Efforts were made at different levels to make this programme a success.

School Level

For conveying to information to students about the Nutrition Week, a colourful informative poster was developed which was distributed among schools, a week before the NWC. It attracted the attention of students and it increased the participation.



CHETNA provided active support to the schools in terms of providing charts and posters for the exhibition puppets, play cards, slide projector and video cassettes. CHETNA had distributed Nutrition Week report 1993 which contained the details of activities and the organisation of the Nutrition Week. A card was also adopted for eye check up. For majority of the activities CHETNA team members were present, who provided support and gave constructive feedback. For measuring height

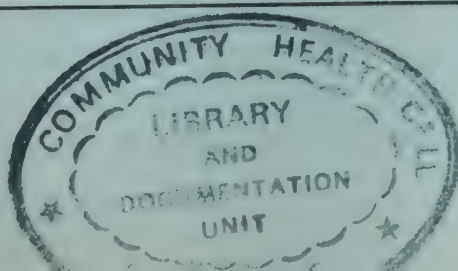
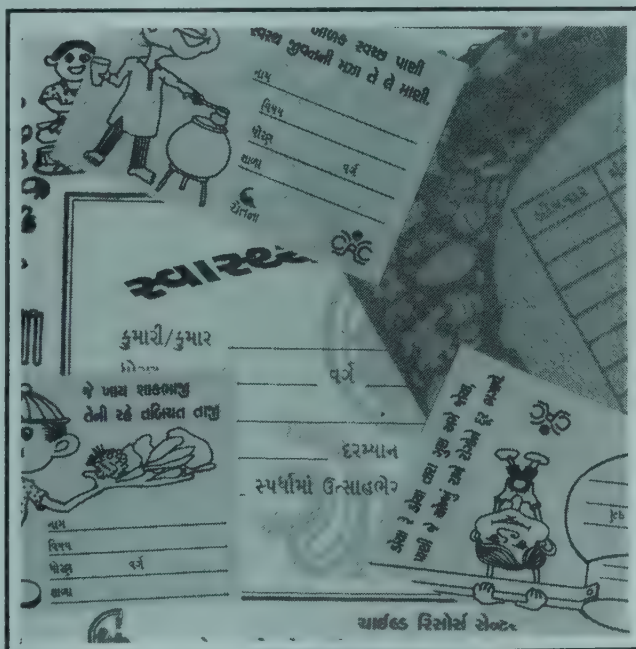
and weight, assistance and support was provided. For activities like drawing competition, nutritious snack competition, essay competition, CHETNA team members were invited to participate as judges.

Book-labels and Timetables

To ensure that the health messages imparted to the children during the Nutrition Week are retained by them and also shared with others, special book labels and time tables with health messages were developed in attractive colours and distributed at nominal rates to the children. The book labels with catchy slogans and fluorescent colours were instrumental in promoting health messages.

Certificates and recipe book

Certificates developed by CHETNA, were distributed to the students who had participated in various the competitions and to the schools who had participated in NWC. As a prize, recipe book was given to the students who won in activities. The objective was to ensure that the enthusiasm and motivation remained with the children and school authorities. It also motivated them to continue some health related activities on their own in the future.



4-4 Observation/conclusions

This year the support and guidance expected and requested from CHETNA was less in comparison to the last year (for old schools). This highlighted that, with experience, they would be able to celebrate NW independently.

The number of schools that arranged an exhibition had doubled in comparison to the previous year.

The objective of enhancing self-confidence of students, building teacher-student rapport and improving the teaching/ learning skills of teachers were reasonably met. However it was observed that teachers needed more clarity about the difference between **activity for the sake of activity** and **activity for learning**.

The collective effort of all schools also made this event very popular with mass-media.

Media response of the celebration

The response of the media to the NWC was very encouraging. Well known English and vernacular news papers covered reports on the NWC. On the first day, clippings of the rally organised by schools were included in the Government's local

તા. ૧ થી ૭ સપ્ટે. દરમિયાન પોષણ સપ્તાહની ઉજવણી શહેરની ૧૫ શાળાના વિદ્યાર્થીઓ આજે 'પોષણ રેલી'માં જોડાશે

અમદાવાદ, બુધવાર પાસેથી સાંજે ૪ વાગે પોષણ રેલી પણ કાઢવામાં આવશે. જેમાં શાળાના બાલકો સેક્ટરો.

Nutrition week celebrations begin

EXPRESS NEWS SERVICE

AHMEDABAD - Hundreds of children from 15 schools in the city participated in the International Nutrition Week Celebrations which began here on Thursday.

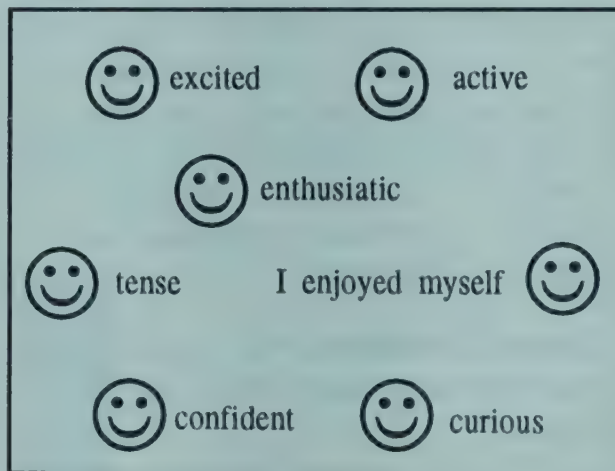
The programme was organised by the Centre for Health Education and Nutrition Awareness through its Child Resources Centre.

The children assembled at the Sardar Baug in the afternoon from where they went in a procession which then culminated with an oath taking at the Gandhiji's statue near Income Tax office.

television station news. Children's programme on the activities performed during this celebration is also envisaged. The Gujarat Institute of Educational Technology (GIET) recorded the activities organised in the different schools for a special educational programme on television network.

Informal responses from teachers and children were also noted as follows:-

Response from children



Informal Responses from Teachers

Informal responses from teachers were also elicited throughout the NWC by CHETNA. Team members talked with the teachers, discussed about the activities and took their opinion regarding NWC.

Teachers expressed that they had gained knowledge about nutrition due to celebration. They were quite enthusiastic and active throughout the week. In most of the schools, work seemed to be well distributed which made them feel involved and responsible. They felt happy with such **creative activities** and were enthusiastic about their role as **facilitators**.

EVALUATION OF THE PROGRAMME

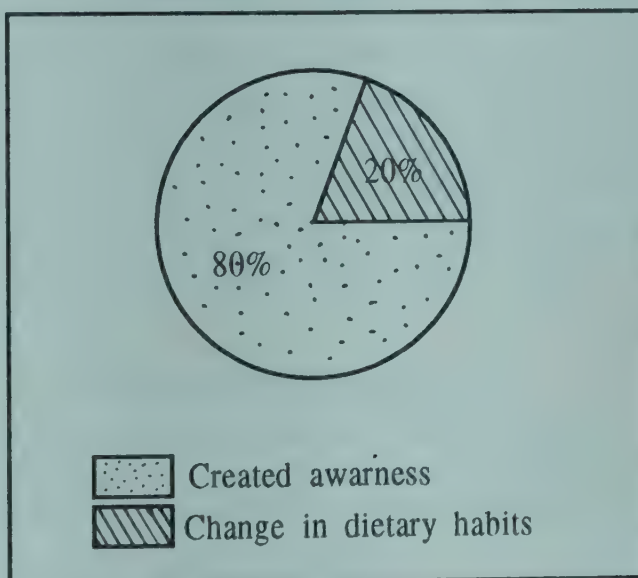
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After completion of the Nutrition Week, questionnaire was developed for the purpose of evaluation. The objectives of this questionnaire were:

- To assess the effectiveness of Nutrition Week celebration.
- To form a future strategy.
- To elicit ideas from participants.
- To discuss future plans of participants.

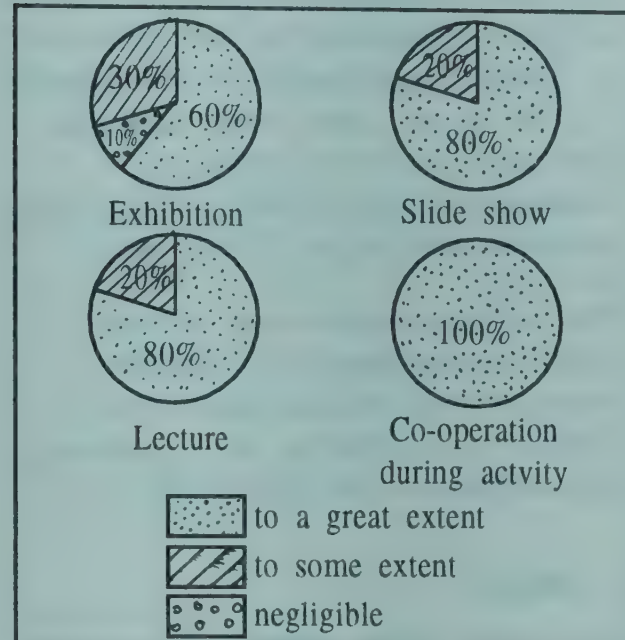
The questionnaire included a number of questions addressed to the students/teachers who participated in the celebration, time spent on preplanning, preparation of activities, support from CHETNA etc. The data was collected from the participant schools based on which the following responses have been summarised.

1. Impact of the Nutrition Week on students



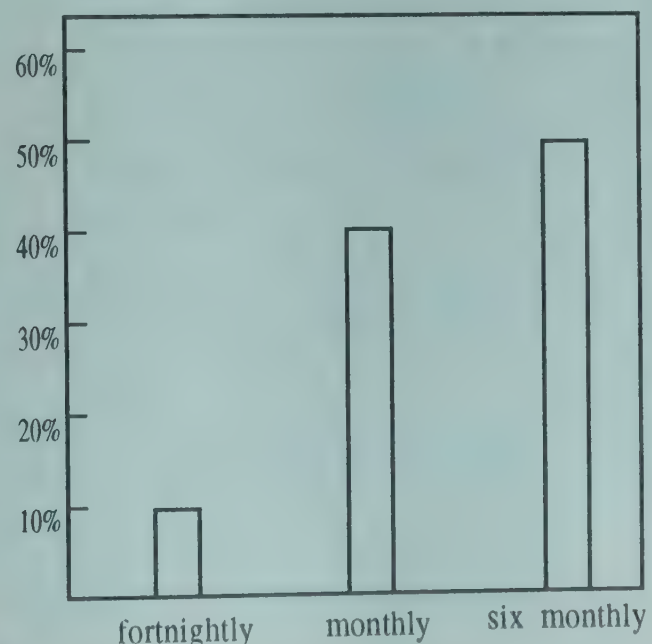
80% participants expressed that celebration of NW was effective in creating awareness about nutrition and correct dietary habits among students. Whereas 20% said that there was a change in dietary habits of the students due to celebration of NW.

2. CHETNA's support



Participants expressed their **maximum support and co-operation** from CHETNA during the activities. A few participants suggested that there is a need to standardise the exhibition. Participant schools were satisfied with the resources provided and orientation talk of the CHETNA team.

3. Spacing between interventions



Half of the participating schools expressed their willingness to organise activities/celebrate events which imparted health education at an interval of six months and 40% responded that they could manage it on a monthly basis.

4. Problem faced during celebration

Participants expressed that they faced a few problems at each stage of the celebration. eg. Planning, implementation and evaluation as NWC is not a part of the curriculum. They had to cover up for the time consumed in pre-preparation of the activities and celebration during the later week.

Some school authorities also found it difficult to implement the celebration keeping in view the limited resources available and considering the examination days which were fast approaching.

5. Others

For majority of the schools, the source of inspiration to celebrate Nutrition Week was CHETNA. For new schools, old Schools who had participated in Nutrition Week was also a source of inspiration in addition to CHETNA.

6. Suggestions for future improvement of the programme

Many ideas came forth from participants for improving the celebration, including involvement of more schools and increasing Parents' involvement. One participant suggested that charts and posters, on nutrition and health should be printed so that students could view them daily. Most of the participants responded that media should cover programmes like NWC.

7. Long term/future plan of schools

All the schools felt capable of celebrating the Nutrition Week next year on their own, without support from CHETNA. They were also ready to take charge to organise the Nutrition Week in one more school. Participating schools expressed that the municipal schools should also be included in the celebration.

For incorporating such programmes within the system, participants suggested that NWC should be made compulsory in all schools. It should be included in Teachers training B.Ed. course curriculum. One participant was also of the opinion that the grants given to schools should be cut if schools do not celebrate such events.

FOLLOW-UP MEETING WITH PRINCIPALS AND TEACHERS

6



After the celebration, a half day meeting was called at CHETNA on 16th September, 1994 to receive feedback from the participant schools about the celebration and to share learning and experiences of NWC.

Participants were asked to share their learnings, suggest modifications and provide feedback. They worked on it in their organisational groups and presented the same in a large group. Suggestions like standardising exhibition, assessing children's knowledge of health and nutrition were reviewed.

To present CHETNA's learning and experience a role play was performed by the team members. Participants enjoyed the play and this proved to be an effective mode to present controversial and contradictory views and points in a lucid way.

A set of slides was prepared to promote this celebration as an effective method of improving school health programme, which included slides of all the activities in

different schools, was screened. Participants were motivated and felt important watching themselves and their school students in the slide show.

An evaluation sheet was developed by CHETNA to assess the number of students that had benefitted from NWC. Suggestions on activities were elicited from the principals and teachers. This sheet was distributed among participants.

(Please refer to Annexure - V for details on evaluation sheet)

Special features

1. *Timely distribution of material by CHETNA was critical in the preparation of the schools.*
2. *Teachers and principals had expressed need for an activity based health education approach and now they are eager to include it within the system. They also felt responsible for the promotion of school health programme.*
3. *Teachers have asked for a permanent exhibition display highlighting the need and importance of visual methods of imparting nutrition and health education.*
4. *Presentation skills had improved and fellow-teachers took on more responsibilities.*

It was felt that although government supports such programmes, for more effective results, activity oriented teaching-learning methods of nutrition and health, needs to be included in the curriculum as an integral part of the system.

Recommendations were prepared by the joint efforts of participants and CHETNA team and were later presented to the Deputy Secretary, Department of Education,

Gujarat State, who was invited for the meeting. He gave several new ideas for better outreach and improvement of school health programme.

Recommendations made to the Department of Education, Gujarat State as forwarded by representatives of 10 schools of Ahmedabad city who had participated in NWC between September 1-7, 1994 and CHETNA team.

- ☛ *Nutrition and health education is an important part of life. We recommend that it should be given more importance in school education (marks weightage, timewise, curriculum, spreading knowledge and skill).*
- ☛ *Meetings and trainings conducted for Nutrition Week Celebration have not only given us enthusiasm but also provided us information on activity oriented education and how to develop relevant skills. We recommend that such type of trainings should be conducted for school teachers and principals at regular intervals.*

- ☛ *Health and nutrition education should be included in the curriculum of teachers' training courses and education institutions.*
- ☛ *Celebration of Nutrition Week and World Health Day should also be made compulsory like other National celebrations so that children can get life relevant education from childhood.*
- ☛ *Children should be considered partners in the health and education programmes rather than just treating them as beneficiaries. Training should be imparted to concerned functionaries for enhancing health education in schools.*
- ☛ *Competition related to health should be included in youth festivals and talent search competitions.*

The meeting ended on a hopeful note. The success of NWC 1994 has opened many new horizons. All the participants looked forward to NWC 1995 with great optimism and enthusiasm.

Follow-up with schools

In order to ensure sustainability of the school health programme, collective efforts like rallies at school level, Childrens Fair etc. were suggested. CHETNA agreed to provide support in terms of training/resource material.

RECOMMENDATIONS 7

7.1 Recommendations for Teachers

For School health programme

- ☛ Celebration of Nutrition Week should be perceived as a module for ensuring behavioural changes and not limited to performing individual activities. So, sequencing of activities should be such that at the end of the week, impact can be observed/assessed.
- ☛ While undertaking such activities, wholistic perspective on Nutrition should be ensured.
- ☛ Girls should also be actively involved in all the activities, since these are the formative years of an individual, the “**concept of equality**” can be inculcated.
- ☛ Instead of merely **listening and learning**, activities should focus on **performing and learning** because retention is greater if activities are performed.

For Nutrition Week Celebration

- ☛ All the activities should be followed by a discussion during which concepts can get clarified.
- ☛ More number of teachers should be involved in each activity so that maximum inputs from different areas can get incorporated, at the same time when more teachers feel a part of the activity, it increases the success rate of the programme.
- ☛ To make activities more effective and in order to have better impact the principal and the teachers should take more interest in activities which will motivate and encourage the students.

- ☛ Slides and exhibitions should be properly organised for easy and effective use.
- ☛ Teachers must inform students about the objective of the activity.
- ☛ While assigning the activities, age of the students must be considered.
- ☛ Students should be made aware about their participation in the activity. Unhealthy competition should not be encouraged, otherwise learning could be affected.
- ☛ Detailed microplanning is required while conducting a collective activity like the rally.
- ☛ Parents meeting can be regularly organised and feedback from teachers on the student's health status could be given which would assist in establishing a rapport between teachers and parents.
- ☛ Resources, materials and experiences can be exchanged among different schools.

7.2 Recommendations for school/management.

- ☛ Health related messages can be written in the lesson diary for children and on annual planning calendars for teachers.
- ☛ Methods of preparing nutritive food can be demonstrated to the students.
- ☛ Health messages can be displayed on the school notice board and class notice boards.
- ☛ Nutrition and health related activities, can be incorporated into the regular education activities once a week. This can be included in the annual planning (timetable) of school activities.

- ☛ The school can give a certificate to the cleanest class.
- ☛ To motivate students, a list of students who bring nutritious snacks can be displayed.
- ☛ Recommended Dietary Allowances (RDA) chart, standard height/weight for different age can be displayed on the school's notice board.
- ☛ The principal/teachers should insist that hawkers outside/close to their school premises sell nutritive clean food items.
- ☛ Litter boxes can be installed and students can be made aware of importance of cleanliness.

7.3 Recommendations for children.

These activities can be done by children with active support and motivation from teachers.

- ☛ Children can make "Nutrition charts" according to fruits and vegetables available during the season.
- ☛ Students can form different committees to maintain discipline, sanitary environmental condition, etc.
 - Water cleanliness committee
 - Toilet and bathroom cleanliness committee
 - Play ground cleanliness committee
 - Personal hygiene committee
 - Health committee
- ☛ Calories/Nutrition value of various food items can be listed on a nutrition chart and displayed on the school's notice board.
- ☛ Students can organise a rally in nearby areas of the school on different issues related to health, nutrition, environmental sanitation, ill effects of chewing betel leaves, smoking tobacco etc. Similarly they can make charts and posters required for it.
- ☛ Puddles of water, near the school can be filled by students or assistance from local municipality can be sought.

CHETNA'S LEARNING

8

This is the third year of celebration of Nutrition Week in the formal schools of Ahmedabad. Following lessons were learnt by the team members prior to, during and after celebration of NW. These would be considered seriously in future.

- ☛ It has been felt by the team that it is important to develop a health perspective among school teachers/principals. The importance of life useful learning/teaching particularly on nutrition, health aspects in a child centred activity oriented approach, needs to be highlighted.
- ☛ Talks from a CHETNA team member or the school teacher was found to be more effective and appreciated than involving a highly qualified subject expert because it was felt that sometimes the information given by experts may be too technical or primary and may not hold the interest of children.
- ☛ The arrangement of the exhibition should be supervised in each school because the sequence and arrangement of poster/charts plays an important role for conveying information. It was also felt that the exhibition needs to be standardised.
- ☛ The rally proved to be very effective in creating awareness about nutrition and health among the masses. Such collective efforts need to be made regularly.
- ☛ The activities like parent's meeting, quiz competitions, haemoglobin estimation of the teachers and students which were introduced this year, achieved their objectives. Such activities should be continued, and some new activities should be introduced.
- ☛ Teachers should be actively involved in all the activities. They must also feel themselves to be a part of NWC.
- ☛ Gender disparities were observed at all levels, especially, at the activity level. Making women judges for activities like cleanliness/drawing/snack competition and men judges for quiz/memory game was observed in schools.
- ☛ This time, a formal link was initiated with the health department and education department in context of celebration of Nutrition Week. This will be strengthened for making the existing school health programme more effective.

As a strategy to disseminate information on the school health programme, NWC 1994 was the second attempt in the formal schools of Ahmedabad. The last year's experience provided CHETNA a guideline to celebrate Nutrition Week with school authorities and students this year.

The principals/teachers parents and students took active interest which clearly indicated that they have competence, creativity and potential which need to be channelised by providing opportunities and support.

The decision of visiting schools to assess the individual needs of each participant school followed by necessary intervention from CHETNA, proved to be a morale booster for the schools who had joined the celebration this year. It also helped CHETNA to learn about the problems related to management, funds, cleanliness of students and surroundings etc, which helped in creating a rapport with school authorities.

The questionnaire developed as a tool for evaluating the programme (during and after the celebration) achieved the objective of assessing the impact and based on the analysis of the data, observations and responses, a future strategy would be planned.

With the **collective efforts** of all schools, a rally was organised for the first time.

This gave a better insight into the planning of such an activities in future. The participating schools are also now very well versed with the whole process of planning and implementing such an activity.

The programme was successful in terms of building capacities of school functionaries. They promised to make an effort to celebrate Nutrition Week independently from next year onwards and also involve another school. The demand that came forth to standardise the exhibition and include municipal schools in the NWC would be actively considered.

Media coverage enlivened the celebration and it was very encouraging for everybody who participated in the programme. It was also instrumental in disseminating information to the masses.

Changes in schedules of the activities, made the work of CHETNA team more hectic. Such situations were handled efficiently which is a matter of satisfaction for the team.

It was felt that a wholistic and integrated health perspective needs to be developed among the school functionaries prior to such an event or else the essence of celebration may be lost and the impact may be reduced.

FUTURE STRATEGY

10

The NWC 1994 ended on a positive note and the learnings laid a foundation for improved planning of future programmes.

To ensure that such child-centred, activity oriented approaches are introduced within the school curriculum, so that a larger number of school students get benefited, follow up would be done with the Department of Education.

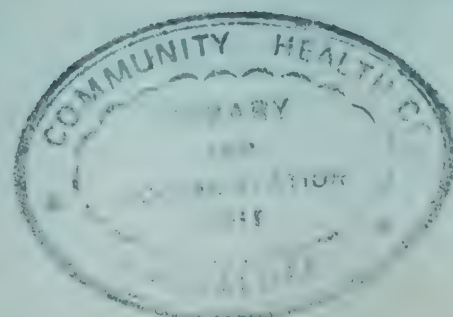
For visual documentation of the activities a set of slides was prepared. This will be used to promote the celebration as an effective methodology of improving school health programme. CHETNA will document a complete module of this package for ensuring its replicability.

CHETNA plans to conduct orientation trainings and workshops related to strategic planning, implementation and evaluation of such programmes with the objective of ensuring their sustainability, facilitating networking with new schools and planning other ways of imparting health and nutrition education.

To reach health and nutrition messages to a larger population of disadvantaged children, an effort will be made to include municipal schools in the next year's celebration.

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11 ANNEXURE

ANNEXURE - I

Survey form

(For Need Assessment of Schools)

Factual Information

1. Name and address of the school
.....
2. Does the school have a play ground?
Yes/No
If yes, is it clean?
3. Does the school provide space for
snacks?
Yes/No
4. How much time do students devote for
prayers?
.....
5. How much time do children get for
games and sports?
.....
6. How much time do children get for
extra curricular activities?
.....
7. How often is the parent's meeting
held?
.....
8. Has the drinking water been tested any
time?
Yes/No
9. Details regarding present health and
nutrition programme in the school.
.....

Observations

1. Are bathrooms clean ?
.....

2. Is water tank clean?
.....
3. Status of personal hygiene of students?
.....
4. Are any Hawkers in/around the school?
If yes - What do they sell?
5. Are there any litter boxes in school?
Yes/No
if yes, do the children use them?
6. Where is the garbage collected from
these tins thrown?
.....
7. Other Observations.
.....

ANNEXURE - II

Nutrition Pledge (Oath)

I....(Full Name of person) hereby pledge on the September 1,1994 that, India is my country.

I am proud of its varied vegetation, rich collection of pulses, greenleafy vegetables, fruits, cereals.

I want to remain happy and healthy and for that I shall always be conscious of what I eat and about keeping myself and my environment clean.

I shall spread this awareness to my parents, friends and relatives.

And in this way, I express my solidarity and commttiment to the nutrition week.

ANNEXURE - III

Evaluation Sheet For Team

(For the team members who visited any of the activities in the schools)

1. Name and address of school:-
2. Date and time:-
3. Person contacted:-
4. Name of the activity:-
5. Reporting person:-
6. Activity's objectives and time taken:-
7. How many students were participating in the activity?
Total Standard
Age group
Boys:..... Girls:.....
8. What was the response/interest of the students?
 1. Students participating
 2. Students not participating
9. How many teachers were involved in planning/preparing of this activity?
.....
10. Informal response from teachers?
.....
11. How far this activity has achieved its stated objectives?
.....
12. What points you think should be included in "Nutrition Week Celebration" report.
.....
13. Please suggest about how this activity could be improved?
.....
14. Any other comments/observations?
.....
15. Details of expenditure, if any?
.....

ANNEXURE - IV

Suggestions For Improvement Of The Activities

Health check-up.

1. Children should be involved actively during the entire process
2. Health check-up should be linked with preventive aspect of health and should not be limited to giving advise on curative aspects.

Elocution competition

1. Discussion should be followed after each student's presentation.
2. The words and messages should be simple, few and in understandable language.
3. Spectators and participants should practise the activity.

Personal hygiene check-up

1. Checklist should be made so that of maximum aspects are covered.

Drawing competition

1. Student should be given choices to decide whatever s/he wants to draw/ paint on the subject.
2. Drawing competitions should be held at the school and students should be allowed to take sheets at home to show it to their parents/friends/siblings.
3. The medium of expression (colours water/poster/pencil etc) size of the sheet should be specified.

Yoga

1. It is a science which needs perfection. A small error in its performance can harm the body therefore perfection is needed in teaching.
2. The group should be small.
3. It should be planned in such a way that students perform Asans simultaneously with instructor.

Memory game

1. The number of items for the display should be selected according to age group of students.
2. Explanation of the an activity should be done prior to the starting of the activity so that the objective is achieved.

Rally

1. Microplanning should be done well in advance e.g. each student should have his/her own placard/poster.
2. The slogans to be chanted should be decided before hand.
3. Hand-outs and pamphlets can be distributed to the public before hand to ensure active involvement of the audience.

ANNEXURE-V

Evaluation Sheet

For the teachers and principals who participated in the follow-up meeting

1. Name:-
2. Name and address of the school:-
3. No. of students involved (total):-
4. No. of teachers involved (total):-
5. Total time spent in the celebration of nutrition week (For performing the activities and preparing the activities):-
.....
6. What is the response/interest of
Students:-
Participating
Not participating
Teachers:-
Participating
Helping
Parents:-
Others:-
7. Please make suggestions about how this celebration can be improved? Can it be done in any other way?
8. To what extent do you think students are aware/about nutrition aspects due to nutrition week

- not at all
 - fair
 - to a certain extent
 - to great extent
9. Please indicate the areas you got support from CHETNA and to what extent?
Not at all; Fair; To a certain extent; To a large extent
 - Exhibition
 - Talk/Lecture
 - Visit during activity
 - Consultancy/suggestion
 - Slide show
 - Material
 - Any other
 10. What are the problems that you faced before/during and after celebration of nutrition week at various levels.
 - Administration
 - Staff
 - Students
 - CHETNA
 11. At what interval is it possible for you to organise such kind of health and nutrition activities at school level
 - Weekly
 - Fortnightly
 - Monthly
 - Six monthly
 - Yearly
 12. What are the things which inspire you to initiate/implement such kind of activities in future?
 13. To what extent do you think the rally helps in orientation of the masses
 - Not at all
 - Fair
 - To a certain extent
 - To a large extent
 14. What are the problems that you faced before/during and after rally?
 15. Next year, if CHETNA wants to celebrate Nutrition Week in schools of Rajasthan, would you be able to manage on your own?
Yes/No

16. Do think more schools should be involved?
.....
17. Do you think municipal / other schools should be included for celebration of Nutrition Week.
.....
18. Can you take charge to organise Nutrition Week including more schools? If yes, how many?
.....
19. What are the points you think should be included in "Nutrition week celebration" report.
.....
20. Please give your suggestions on how government can be convinced to include "Nutrition Week celebration" in the curriculum.
.....
21. Which is the most convenient month to celebrate health and nutrition activities?
.....
22. Expenditure, if any?
.....
23. Any other comment/observation/ experience/difference of opinion
.....

Annexure VI

Participants Schools and Schedule of the Nutrition Week

Date	Saraswati School Nr. Ambedkar Hall, Saraspur (Mr. Jogani) T.No. 373465	Asarva School Neelkanth Mahadev Com. Asarva Chakla (Mrs. Vyas) T.No. 387384	Sarswati Vidya Mandir B/h Manainagar Char Rasta (Kiran Shah) T.No. 363817	Fellowship B/h. Prakash cinema Gheekanta (Sheelaben, Rekhaben) T.No. 368837	Bhakt Vallabh Dhola Shahalam tolnaka Geeta Mandir road (pushpaben) T.No. 399660
1.9.94	12.00 - 1.00 Inauguration	12.00 Inauguration and Personal hygiene check up	11.00 - 11.30 Inauguration 12.00 - 4.00 Haemoglobin Check up 4.00 - 5.00 Bal Sabha	11.00 Inauguration Poster making	12.00 - 12.30 Inauguration 12.30 - 2.30 Health check up
2.9.94	1.30 - 3.30 Slide show & check up 4.30 - 5.45 Elocution	4.15 - 5.30 Excercise/yoga 3.30 to 4.00 Nutritious snack competition	11.00 - 11.30 Talk on cooking methods and components of food 1.20 - 2.00 Nutrition snacks, and Good writing competition 4.00 - 5.00 Haemoglobin test	2.00 - 5.00 Smarnshakti, Sulekhan	4.10 - 5.15 Elocution camp
3.9.94	8.30 - 9.30 Inauguration 10.00 - 11.30 Eassy compitition	9.30 - 11.00 Balanced Diet thali Puppet show	8.00 - 8.30 Talk on Vitamins and deficiency diseases 9.00 - 10.00 Care of eyes, drawing competition	2.00 - 5.00 Nutrition snacks competition and talk	9.30 - 10.00 Eassy writing 10.00 Exhibition
4.9.94		8.00 - 11.00 Exhibition			
5.9.94	1.30 - 3.30 Parent's Meeting 1.30 - 5.30 Exhibition		11.00 - 11.30 Talk on cooking methods 11.30 - 12.30 Personal hygiene check up 1.00 - 2.00 Quiz, Discussion 4.00 - 5.00 Dental care	2.00 - 5.00 Excercise cleanliness drive	4.00 - 5.00 Slide show 1.30 - 2.30 Drawing competition
6.9.94	12.30 - 1.30 Quiz 2.30 - 5.00 Cleanliness and Exhibition	2.30 - 3.30 Memory	11.00 11.30 2.00 - 2.30 Cleanliness Drive 4.00 - 5.00 Talk on exercises	2.00 - 5.00 Elocution and eassy	1.30 - 2.30 Memory Game
7.9.94	12.15. - 1.00 Experts talk 4.15 - 5.15 Role Play	2.30 - 3.30 Quiz	4.00 - 5.00 Valedictory, Role Play, Talks	2.00 - 5.00 Valedictory, Health Checkup	4.00 - 5.00 Nutritious snack competition

New Vidyavihar For Girls Nava vadaj (Truptiben Mehta) T.No.479856, 480951	Surabh School Nava vadaj (Chimanbhai) T.No. 477393	C.N. Vidya Mandir Opp. Pragatinagar Community Hall (Harsidaben) T.No. 482035	City High School Doulatkhana Sarangpur (Sarlaben) T.No. 341290	Mangal Vidyalaya Maharashtra Soc. club ground, Mithakhali, (Jagdishbhai) T.No. 444864
12.30 - 1.30 Garba Song 3.00 - 5.00 Drawing Competition	8.30 - 11.00 Inuguration & Bhawai Exhibition	3.45 - 5.00 School Cleaning	12.30 - 1.00 Inauguration Skit, drawing Competition	3.30 - 5.00 Inauguration Slide show
12.35 - 1.30 Yoga 4.00 - 5.00 Cleanliness, Drawing, Exhibition	7.30 - 11.30 Personal hygiene, Cleanliness, Exhibition	3.45 - 5.00 Poster, Good Writing Competi- tion		3.30 - 5.00 Nutrition snack Competition, Memory game
8.00 - 0.00 Good Writing Competition, Essay Competition	2.30 - 3.00 Eassy, drawing and song competition	11.00 - 12.00 Elocution Competition	12.30 - 1.00 Song, skit, first aid stall (Food Stall)	7.30 - 9.30 Excercise, game, yoga, medical check up and talk
	9.00 - 12.00 Health check up			
12.30 - 2.00 Skit and Songs 3.00 - 4.00 Elocution competition	8.30 - 9.30 Slide show, good Writing, Posters	11.00 - 12.00 Eassy Competition	12.00 - 1.00 Songs, role play and eassy Cmpetition	3.30 - 5.30 Slogans, Eassy, Elocution and drawing Competition
12.35 - 1.20 Advertisement 3.00 - 5.00 Role play		3.45 to 5.00 Slide Show 3.45 - 5.00 Memory game and Garba	12.00 - 1.00 Song, Role play and Eassy Competition	3.30 - 5.30 Cleanliness, personal hygiene
3.00 - 5.00 Memory game	8.00 - 10.00 Skit and Valedictory	2.00 - 3.30 Nutritious snacks 3.45 - 5.00 skits	12.30 - 1.00 Song, skits, yoga Others	3.30 - 5.30 Parent's day, skit, Closing ceremony



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